INTRODUCTION

The *Michigan Curriculum Framework* is a resource for helping Michigan's public and private schools design, implement, and assess their core content area curricula. The content standards identified in this document are presented as models for the development of local district curriculum by the Michigan State Board of Education and the Michigan Department of Education. They represent rigorous expectations for student performance, and describe the knowledge and abilities needed to be successful in today's society. When content, instruction, and local and state assessments are aligned, they become powerful forces that contribute to the success of student achievement.

The framework presents a content and a process for developing curriculum that enables schools to realize Michigan's vision for K-12 education:

Michigan's K-12 education will ensure that all students will develop their potential in order to lead productive and satisfying lives. All students will engage in challenging and purposeful learning that blends their experiences with content knowledge and real-world applications in preparation for their adult roles, which include becoming:

- ◆ *literate individuals*

- ◆ *healthy and fit people*

- ◆ *responsible family members*

- ◆ *productive workers*

- ◆ *involved citizens*

- ◆ *self-directed, lifelong learners*

The intent of this document is to provide useful resources to districts as they strive to implement a program which ensures that all students reap the benefits of a quality education and achieve the adult roles described in Michigan's vision for K-12 education. The content standards and benchmarks serve as worthy goals for all students as they develop the knowledge and abilities inherent in their adult roles. They represent an essential component in the process of continuous school improvement, which like professional development, should be focused on improving student achievement.

We believe that efforts to set clear, common, state and/or community-based academic standards for students in a given school district or state are necessary to improve student performance. Academic standards clearly define what students should know and be able to do at certain points in their schooling to be considered proficient in specific academic areas. We believe that states and communities can benefit from working together to tap into the nation's best thinking on standards and assessments.

1996 National Education Summit Policy Statement

The framework emphasizes the importance of:

- ◆ using continuous school improvement to align all district initiatives for the purpose of increasing student achievement;

- ◆ building a curriculum based on rigorous content standards and benchmarks;

- ◆ using student achievement data to make decisions about continuous school improvement, curriculum, instruction, and professional development; and,

- ◆ incorporating research-supported teaching and learning standards into daily instructional practice.

BACKGROUND

In 1993, the Michigan Department of Education, in collaboration with representatives from five state universities, was awarded federal funding from the U.S. Department of Education to develop curriculum framework components for English language arts, mathematics, science, and geography. In addition, the Michigan Council for the Social Studies offered, and was supported by the State Board of Education, to develop a curriculum framework component for social studies which would include history, economics, and American government, and would be complementary to the geography framework.

The *Michigan Curriculum Framework* brings together the work of individual content area projects to present a unified view of curriculum, one which addresses the educational needs of the whole learner. The goal of the curriculum framework is to improve student achievement by aligning classroom instruction with core curriculum content standards and national content standards. It is designed to be used as a process for the decision-making that guides continuous school improvement. It describes curriculum, instruction, and assessment and focuses on improving program quality by aligning all the processes that affect a student's achievement of rigorous content standards.

Framework project co-directors, university representatives, and the Michigan Department of Education content area consultants met regularly with members of their content area professional organizations to design the components of the curriculum framework. Committees of teachers and university personnel worked together to draft the content standards, benchmarks, and performance standards for their specific content areas.

Co-directors met on a monthly basis to coordinate the efforts of the various content area committees in developing K-12 standards and benchmarks for their subject areas. Their purpose was to ensure that the framework represents a consistent view of curriculum across content areas. They wanted to facilitate continuous school improvement by emphasizing commonalities among the content areas with regard to professional development, assessment, and instruction.

"S*etting high standards for our children. It's the sine qua non for any other reforms anyone might want to implement. We can't judge the efficacy of ideas because we have no yardsticks by which to measure success or failure.*"

Louis V. Gerstner
Chairman and CEO, IBM

The co-directors were guided by a Joint Steering Committee comprised of representatives from the content areas, parents, business leaders, labor leaders, house and senate staff, and educators. Joint Steering Committee members reviewed the framework projects at each phase of their development and made recommendations for improving their quality. Their insight helped the co-directors incorporate the views of all of Michigan's interested parties into the final framework document.

WHAT IS IN THE FRAMEWORK?

The framework includes the resources needed to develop a standards-based curriculum. Standards and benchmarks for English language arts, mathematics, science, and social studies are included in this edition of the framework. Standards and benchmarks for arts education, career and employability skills, health education, life management education, physical education, technology education, and world languages will be added to the next edition of the framework. The process described in the framework will be expanded to incorporate the additional core content areas when they are completed. The chart on page vi provides a list of the materials that eventually will be included in the framework document.

Tier I

Content Standards and Benchmarks

Tier I begins with a complete list of core curriculum content standards and benchmarks for grades K-12 in the areas of English language arts, mathematics, science and social science. The standards describe what all students should know and be able to do in each of the subject areas. The benchmarks indicate what students should know and be able to do at various developmental levels (i.e., early elementary school, later elementary school, middle school, and high school).

Planning

The framework includes a planning section. It provides a model for using the standards and benchmarks to create a local district curriculum as part of continuous school improvement. It discusses the importance of involving representatives from all stakeholders in the curriculum development process. In addition, it emphasizes the need for alignment among all of the processes that comprise continuous school improvement and focuses attention on placing student achievement at the center of all decision-making. It emphasizes the need for continuity in a K-12 curriculum. Continuity is developed by clearly defining benchmarks that establish increasingly complex demonstrations of rigorous standards.

Teaching and Learning

The section on teaching and learning describes standards that are the foundation to successful learning in all content areas. The standards include deep knowledge, higher-order thinking, substantive conversation, and connections to the world beyond the classroom. It illustrates the standards through sample

teaching vignettes in each of the content areas. It discusses the importance of incorporating strategies for technology, connecting with the learner, interdisciplinary learning, and making school-to-work connections into the curriculum.

Assessment System

The framework contains a section on assessment which describes the need for developing a local assessment system to monitor student growth and program effectiveness. This section of the framework is divided into three parts. The first part provides a rationale for why an assessment system is needed. The second part describes how teachers can develop performance assessments based on the content standards and benchmarks. The third part discusses important issues related to building an assessment system that aligns local assessment practices with state assessment.

Professional Development

The section on professional development lists standards for the context, content, and process of professional development experiences. It includes a process for designing professional development which aligns with school improvement, curriculum content, student learning, and assessment needs. A vignette of one teacher's personal, professional development experiences is provided to illustrate Michigan's Standards for Professional Development.

Executive Summaries and Glossary

The appendices of the framework contain executive summaries of important resources that will aid a district as it develops, implements, and monitors its local curriculum. A glossary of framework terms is also provided.

Tier II

Toolkits

Tier II contains a collection of toolkits designed to help districts with specific tasks such as conducting discrepancy analyses. There are additional toolkits to guide districts in incorporating principles associated with connecting with the learner, technology, curriculum integration, and making school-to-work connections. There are toolkits on planning subject area instructional units, designing classroom assessments, and planning a district assessment system. *(Some of the above mentioned toolkits are still under development.)*

Tier III

Resources

Tier III contains content-area specific resources that help clarify the curriculum development process described in the framework. These include resources such as the *Science Education Guidebook*, the *Mathematics Teaching and Learning Sample Activities*, *Guidelines for the Professional Development of Teachers of English Language Arts*, and *Powerful & Authentic Social Studies Standards for Teaching*. It also

contains a guidebook written specifically for parents and the business community explaining the elements of the framework.

HOW TO USE THE FRAMEWORK

District school improvement committees and curriculum development committees will find the framework and its toolkits very useful as they begin the process of creating a standards-based curriculum. Reading and discussing the contents of the framework will help school improvement committee members gain a clearer understanding of the curriculum development process. The toolkits will help subcommittees develop techniques for creating and aligning curriculum, assessment, and instruction. They will also help districts make decisions about the professional development strategies which will most effectively help their students reach targeted achievement goals.

The first step in using the framework is to make sure that all interested parties are familiar with its content. Then an analysis to determine what needs to be done should be completed. Once the district identifies the tasks that need to be completed, a plan for structuring committees and a time-line for completing the tasks should be designed.

The framework is intended for use by all districts. While the writers used the structure of a middle-sized district as a frame of reference, the content and processes it describes are equally important for large and small districts. Although private schools are not bound by the core curriculum requirements of the Michigan School Code, they may find the framework useful as a tool for curriculum development. Large districts, small districts, private schools, and public school academies may choose to modify the process to reflect their organizational structures. The number and size of committees needed to implement the framework will vary from district to district, but the task will remain the same: to align curriculum, instruction, assessment, and professional development for the purpose of increasing student achievement of rigorous content standards.

Michigan Curriculum Framework

TIER I

TIER II

TIER III

This document introduces the framework standards and describes the components and processes needed to develop K-12 curricula.

These documents are toolkits designed to help districts achieve alignment while developing curriculum, instruction, and assessment consistent with their standards and benchmarks. (For availability, see http://www.mde.state.mi.us)

These resources are specific to each content area and help clarify and strengthen the curriculum development processes described in the first two tiers. (For availability, see http:/www.mde.state.mi.us)

Introduction

Standards & Benchmarks

Planning

Discrepancy Analysis
1. Analysis of Curriculum
2. Analysis of Instruction
3. Analysis of Assessment
4. Analysis of Professional Development
5. Analysis of School Operations

- **Michigan Geography Framework Poster**
- **Analysis of Mathematics Instructional and Assessment Materials**
- **Mathematics Research Component**
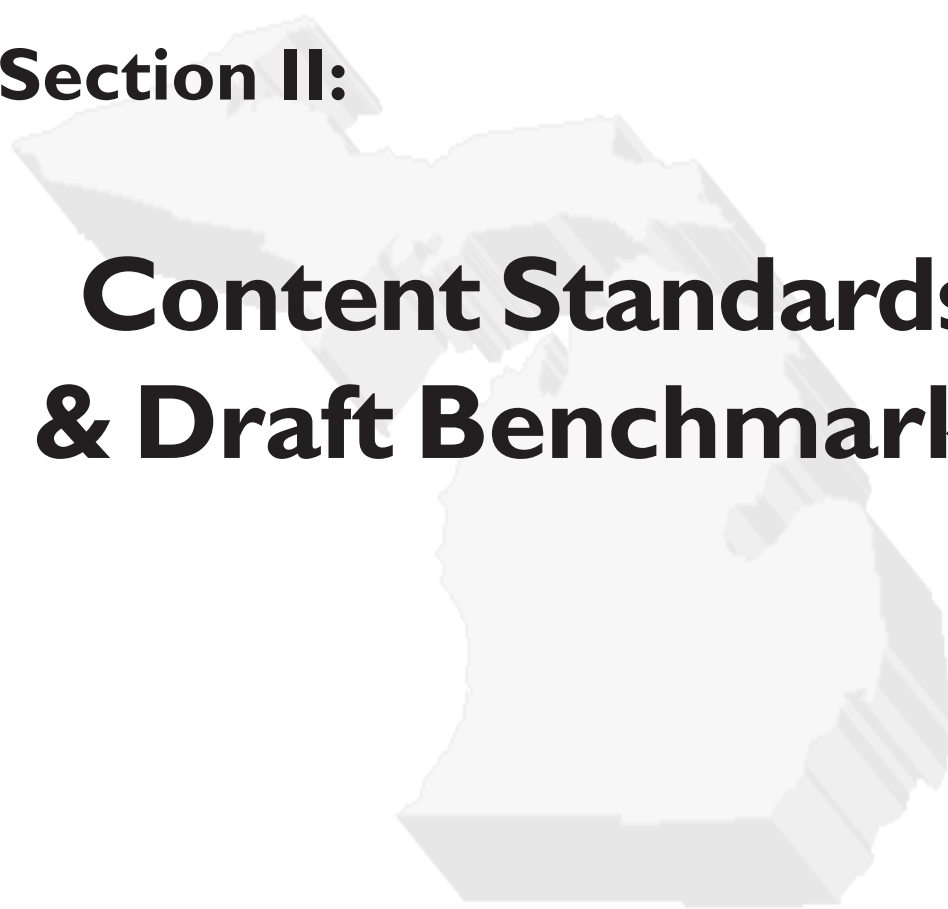- **Social Studies Curriculum Planning Guide**

Teaching and Learning

Connecting with the Learner
Technology
Curriculum Integration
Connecting School-To-Work

- **Science Education Guidebook**
- *New Directions* **Science Teaching Units**
- **Profiles of Early Literacy Instruction in Primary Classrooms**
- **A Collection of English Language Arts Vignettes**
- **Readings from the Demonstration Projects**
- **Mathematics Teaching and Learning Sample Activities**
- **Standards Based Geography Units**
- **Powerful & Authentic Social Studies: Standards for Teaching and Learning**

Assessment System

Local Assessment System

- **Mathematics Assessment Framework**
- **The Model Assessment Items Resource Book** *(Science)*
- **Michigan Assessment Prototypes for Geography**
- **Plan for Statewide Assessment of Social Studies**
- **Social Studies Assessment Guide**

Professional Development

- **Guidelines for the Professional Development of Teachers of English Language Arts**
- **Mathematics Professional Development Component**
- **Powerful and Authentic Social Studies Professional Development Package**
- **Powerful and Authentic Social Studies Standards for Teaching**

Executive Summaries of Toolkits and Other Resources

Parent and Business Leader Guides (under development)

Section II:

Content Standards
& Draft Benchmarks

CONTENT STANDARDS & DRAFT BENCHMARKS

A t its July 19, 1995, meeting, the Michigan State Board of Education unanimously adopted the model content standards for curriculum. The content standards provide descriptions of what students should know and be able to do in the subject areas of English language arts, social studies, mathematics and science. In addition, benchmarks in each of the content areas were drafted to further clarify the content standards. The standards and benchmarks are not a state curriculum, but are specifically designed to be used by local districts as they develop their curricula.

The model content standards for curriculum and accompanying draft benchmarks will assist in the development of quality comprehensive local curricula, foster local diversity in establishing high quality learning expectations, and give parents, as customers within an education marketplace, an accountability tool. In addition, they will serve as a basis for revisions and new test development for the MEAP and High School Proficiency Tests. They will provide a common denominator to determine how well students are performing and will assure that all students are measured on the same knowledge and skills using the same method of assessment.

Model Content Standards for Curriculum

The model content standards for curriculum were revised, based upon public input, by writing teams in each of the content areas. The Curriculum Framework Joint Steering Committee which includes representatives from business, education, government, professional organizations, and labor was extensively consulted in the development and revision of the standards. The State Board also made revisions to the standards during its July 19, 1995, meeting.

Benchmarks

The draft benchmarks provide indicators of student expectations at various developmental levels including elementary, middle school, and high school. The working draft benchmarks are the most current versions and represent the efforts made by teams of subject area specialists with input from over 2,000 Michigan citizens.

Field reviews on the benchmarks were held to gather comments from teachers, parents, administrators, and community members. Additionally, the benchmarks have been reviewed for consistency with the model content standards for curriculum. The department continues the process of field testing the benchmarks at the Curriculum Framework projects' school demonstration sites.

SOC.II.1.LE.1

SOC. Social Studies
(Subject Area)

II. Geographic Perspective
(Content Strand)

1. All students will describe, compare, and explain the locations and characteristics of places, cultures, and settlements. (People, Places and Cultures) *(Content Standard)*

LE. Later Elementary

1. Locate and describe cultures and compare the similarities and differences among the roles of women, men and families. *(Later Elementary Benchmark)*

Because the benchmarks are continuously being revised to further clarify the standards and reflect the learning needs of Michigan's students, districts should consult electronic versions in order to ensure that they are working with the most current revisions. The model content standards for curriculum and the working draft benchmarks are available through the Internet on the Department of Education's gopher server (gopher://gopher.mde.state.mi.us), and through the World Wide Web (http://cdp.mde.state.mi.us).

Please note: The standards and benchmarks have been coded so that districts can more easily refer to them in their curriculum, instruction, assessment, and professional development activities. The numbering system will be useful as districts conduct discrepancy analyses as part of the continuous school improvement decision-making process. One system for numbering has been applied to all of the content standards and benchmarks in an attempt to provide consistency and facilitate curriculum alignment.

The numbering system begins with the subject area. English language arts is assigned the code of ELA; Mathematics, MAT; Social Studies, SOC; and Science, SCI. The first numeral in the code is a Roman numeral; it identifies the content area strand. The second numeral is an Arabic numeral; it identifies a content standard. The letters that follow the content standard signify cluster levels such as: E (elementary), EE (early elementary), LE (later elementary), MS (middle school), and HS (high school). The third numeral is another Arabic numeral; it identifies a benchmark.

The coding system has been used to identify standards and benchmarks in the sections on assessment and teaching and learning. Please note that although one coding system is used, each set of content areas and benchmarks has some unique characteristics. For instance, the English language arts standards and benchmarks do not identify strands. It is very important to study the standards and benchmarks carefully so they can be used to their full advantage.

English Language Arts

The English language arts are the vehicles of communication by which we live, work, share, and build ideas and understandings of the present, reflect on the past, and imagine the future. Through the English language arts, we learn to appreciate, integrate, and apply what is learned for real purposes in our homes, schools, communities, and workplaces.

The English language arts encompass process and content—*how* people communicate as well as *what* they communicate. *Process* includes skills and strategies used in listening, speaking, reading, writing, and viewing. *Content* includes the ideas, themes, issues, problems, and conflicts found in classical and contemporary literature and other texts, such as technical manuals, periodicals, speeches, and videos. Ideas, experiences, and cultural perspectives we discover in texts help us shape our vision of the world. The insights we gain enable us to understand our cultural, linguistic, and literary heritages.

The ultimate goal for all English language arts learners is personal, social, occupational, and civic literacy.

A literate individual:

- communicates skillfully and effectively through printed, visual, auditory, and technological media in the home, school, community, and workplace;

- thinks analytically and creatively about important themes, concepts, and ideas;

- uses the English language arts to identify and solve problems;

- uses the English language arts to understand and appreciate the commonalities and differences within social, cultural, and linguistic communities;

- understands and appreciates the aesthetic elements of oral, visual, and written texts;

- uses the English language arts to develop insights about human experiences;

- uses the English language arts to develop the characteristics of lifelong learners and workers, such as curiosity, persistence, flexibility, and reflection; and,

- connects knowledge from all curriculum areas to enhance understanding of the world.

Vision Statement

OVERVIEW OF ENGLISH LANGUAGE ARTS CONTENT STANDARDS

English language arts education in Michigan incorporates the teaching and learning of reading, writing, speaking, listening, and viewing. Integration of the English language arts occurs in multiple ways. First, English language arts curriculum, instruction, and assessment reflect the integration of listening, speaking, viewing, reading, and writing. The English language arts are not perceived as individual content areas, but as one unified subject in which each of the five areas supports the others and enhances thinking and learning. Secondly, there is integration of the teaching and learning of content and process within the English language arts. The common human experiences and the ideas, conflicts, and themes embodied in literature and all oral, written, and visual texts provide a context for the teaching of the processes, skills, and strategies of listening, speaking, viewing, reading, and writing. Finally, literacy educators believe that the knowledge, skills, and strategies of the English language arts are integrated throughout the curriculum, enabling students to solve problems and think critically and creatively in all subject areas.

In grades K-12, a locally developed English language arts curriculum, embodying these state content standards, will ensure that all students are literate and can engage successfully in reading, discovering, creating, and analyzing spoken, written, electronic, and visual texts which reflect multiple perspectives and diverse communities and make connections within English language arts and between English language arts and other fields.

Standard 1, 2, 3 Meaning and Communication
All students will read and comprehend general and technical material.

All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.

All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.

The essence of the English language arts is communication— exchanging and exploring information and insights. We are meaning-makers who strive to make sense of our world. We use the English language arts in every area of our lives, not just the classroom. They help us deal with other people in the world around us. Listening, speaking, viewing, reading, and writing are naturally integrated in our attempts to communicate. We continually improve our understanding by using our past experiences, the circumstances in which we find ourselves, and what we are hearing, reading, or viewing. Only when we understand or when we are understood are we communicating—only then are we using the English language arts.

Standard 4. Language
All students will use the English language effectively.

When we use the English language, we use it in many different ways and forms. The forms of language that we use depend upon the audience and the type of message we want to communicate. Our language is different when we use it in a formal setting, such as speaking to an assembly or writing to apply for a job, as opposed to talking with friends about a recent event or writing a personal diary. As we grow in our ability to use language, we learn what forms and types of language are best suited for different situations. Instruction, as well as experiencing language in many different settings, helps us learn to understand and use the forms and types of language which are best suited for our purposes.

Standard 5. Literature
All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity of our society.

One of the important ways we learn to use language effectively is through our close reading of a wide range of well-constructed texts used for a variety of purposes. The reading of both fiction and non-fiction high-quality literature allows us to experience and learn things that we might not experience in our daily lives; reading helps us to understand the actions, thoughts, and feelings of others who may or may not be like us. Exploring texts that our ancestors felt important, as well as texts that represent other cultures and other times, helps to increase our understanding of ourselves, our communities, and our world.

Standard 6. Voice
All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.

Our ability to create oral, written, and visual texts that engage audiences is enhanced when we view ourselves as effective users of the English language arts. We develop our own voices by listening, reading, viewing, speaking, and writing about issues that are of great importance to us. Exploring how authors work provides us with opportunities to examine a variety of writing models from which we can learn the tools of language such as style, word choice, persuasiveness, and sentence structure.

Standard 7. Skills and Processes
All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.

Effective communication depends upon our ability to recognize, when attempts to construct and convey meaning, work well and when they have broken down. We must monitor, reflect, and adjust our communication processes for clarity,

correctness, purpose, and audience. We need to learn multiple strategies for constructing and conveying meaning in written, spoken, and visual texts. Our literacy development depends upon on-going, personal, self-regulated assessment.

Standard 8. Genre and Craft of Language
All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics—including text structure, figurative and descriptive language, spelling, punctuation, and grammar—to construct and convey meaning.

Reading a variety of texts helps us develop an understanding and appreciation of the writer's craft. We learn that there are many different and effective ways to convey meaning. Exploring how artists, writers, and speakers communicate successfully helps us employ effective techniques in our own efforts to communicate meaning based on our purpose, content, and audience. We increase our ability to use the mechanics of writing to achieve correctness and clarity when we reflect upon and create a variety of genre.

Standard 9. Depth of Understanding
All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.

We can explore complex human issues by learning to identify key concepts and themes in literature, by examining and reflecting upon diverse viewpoints, by summarizing arguments, and by presenting our own positions. We learn to use themes and topics from texts to make connections, see patterns, and demonstrate a deep and rich understanding of the enduring issues and recurring problems that characterize human experience.

Standard 10. Ideas in Action
All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.

Themes and issues explored in texts provide us with many ideas about the world, our communities, and our own place within them. Continued research and analysis of these themes enable us to enhance the skills needed to respond to the issues in our lives that concern and inspire us. It is critical that we use these skills to choose appropriate responses in areas that are important to us now in order to prepare for the future.

Standard 11. Inquiry and Research
All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.

An important use of the English language arts is to understand concepts and to create new knowledge. As we continue to improve our ability to collect, analyze, and evaluate information, we will increase our ability to contribute to the businesses that employ us and the communities in which we choose to live. In order to best accomplish this, we need to be able to find information in a variety of forms and to organize it

in a way that allows better understanding and new insights. Many tried-and-true methods work well, such as library searches, interviews, card files, and outlines. Today, we have new technologies that can facilitate this process, such as electronic library catalogs, e-mail, and fax machines. Use of technology gives us more time to concentrate on the most important component of research, the thinking skills of inquiry, which we use when we formulate questions and hypotheses, analyze and synthesize information, and draw reasonable conclusions.

Standard 12. Critical Standards
All students will develop and apply personal, shared, and academic criteria for the employment, appreciation, and evaluation of their own and others' oral, written, and visual texts.

Experiences in the English language arts help us to recognize and develop standards of quality for evaluating and appreciating literature and other oral, written, and visual texts. We develop indicators of quality by analyzing those that are recognized as time-honored standards. As we assimilate and modify these indicators, we generate our own personal standards which continue to evolve as we grow in our experience and gain knowledge in the English language arts.

ENGLISH LANGUAGE ARTS
CONTENT STANDARDS AND WORKING DRAFT BENCHMARKS

MEANING AND COMMUNICATION

Content Standard 1: All students will read and comprehend general and technical material.

Early Elementary	Later Elementary	Middle School	High School
1. Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures.	1. Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding.	1. Use reading for multiple purposes, such as enjoyment, clarifying information, and learning complex procedures.	1. Use reading for multiple purposes, such as enjoyment, learning complex procedures, completing technical tasks, making workplace decisions, evaluating and analyzing information, and pursuing in-depth studies.
2. Read with developing fluency a variety of texts, such as stories, poems, messages, menus, and directions.	2. Read with developing fluency a variety of texts, such as short stories, novels, poetry, textbooks, menus, periodicals, and reference materials.	2. Read with developing fluency a variety of texts, such as short stories, novels, poetry, plays, textbooks, manuals, and periodicals.	2. Read with developing fluency a variety of texts, such as novels, poetry, drama, essays, research texts, technical manuals, and documents.
3. Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions.	3. Employ multiple strategies to construct meaning, including the use of sentence structure, vocabulary skills, context clues, text structure, mapping, predicting, retelling, and generating questions.	3. Employ multiple strategies to construct meaning, such as generating questions, studying vocabulary, analyzing mood and tone, recognizing how authors use information, generalizing ideas, matching form to content, and developing reference skills.	3. Selectively employ the most effective strategies to construct meaning, such as generating questions, scanning, analyzing, and evaluating for specific information related to a research question, and deciding how to represent content through summarizing, clustering, and mapping.
4. Employ multiple strategies to decode words as they construct meaning, including the use of phonemic awareness, letter-sound associations, picture cues, context clues, and other word recognition aids.	4. Employ multiple strategies to recognize words as they construct meaning, including the use of phonics, syllabication, spelling patterns, and context clues.	4. Employ multiple strategies to recognize words as they construct meaning, including the use of context clues, word roots and affixes, and syntax.	4. Selectively employ the most effective strategies to recognize words as they construct meaning, including the use of context clues, etymological study, and reference materials.

Early Elementary	Later Elementary	Middle School	High School
5. Respond to the ideas and feelings generated by oral, visual, written, and electronic texts, and share with peers.	5. Respond to oral, visual, written, and electronic texts, and compare their responses to those of their peers.	5. Respond to a variety of oral, visual, written, and electronic texts by making connections to their personal lives and the lives of others.	5. Respond personally, analytically, and critically to a variety of oral, visual, written, and electronic texts, providing examples of how texts influence their lives and their role in society.

Content Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.

Early Elementary	Later Elementary	Middle School	High School
1. Write with developing fluency for multiple purposes to produce a variety of texts, such as stories, journals, learning logs, directions, and letters.	1. Write fluently for multiple purposes to produce compositions, such as stories, reports, letters, plays, and explanations of processes.	1. Write fluently for multiple purposes to produce compositions, such as personal narratives, persuasive essays, lab reports, and poetry.	1. Write fluently for multiple purposes to produce compositions, such as stories, poetry, personal narratives, editorials, research reports, persuasive essays, resumes, and memos.
2. Recognize that authors make choices as they write to convey meaning and influence an audience. Examples include word selection, sentence variety, and genre.	2. Recognize and use authors' techniques in composing their own texts. Examples include effective introductions and conclusions, different points of view, grammatical structure, and appropriate organization.	2. Recognize and use authors' techniques that convey meaning and build empathy with readers when composing their own texts. Examples include appeals to reason and emotion, use of figurative language, and grammatical conventions which assist audience comprehension.	2. Recognize and approximate authors' innovative techniques to convey meaning and influence an audience when composing their own texts. Examples include experimentation with time, stream of consciousness, multiple perspectives, and use of complex grammatical conventions.
3. Begin to plan and draft texts, and revise and edit in response to the feelings and ideas expressed by others.	3. Plan and draft texts, and revise and edit in response to suggestions expressed by others about such aspects as ideas, organization, style, and word choice.	3. Plan and draft texts, and revise and edit their own writing, and help others revise and edit their texts in such areas as content, perspective, and effect.	3. Plan, draft, revise, and edit their texts, and analyze and critique the texts of others in such areas as purpose, effectiveness, cohesion, and creativity.
4. Begin to edit text and discuss language conventions using appropriate terms. Examples include action words, naming words, capital letters, and periods.	4. Identify multiple language conventions and use them when editing text. Examples include recognition of nouns, verbs, and modifiers, capitalization rules, punctuation marks, and spelling.	4. Select and use appropriate language conventions when editing text. Examples include various grammatical constructions, subject-verb agreement, punctuation, and spelling.	4. Demonstrate precision in selecting appropriate language conventions when editing text. Examples include complex grammatical constructions, sentence structures, punctuation, and spelling.

Content Standard 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.

Early Elementary	Later Elementary	Middle School	High School
1. Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. Examples include using more than one of the language arts to create a story, write a poem or letter, or to prepare and present a unit project on their community.	1. Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on a selected state or country.	1. Integrate listening, viewing, speaking, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on career exploration.	1. Integrate listening, viewing, speaking, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to complete and present a multi-media project on a national or international issue.
2. Explore the relationships among various components of the communication process such as sender, message, and receiver. An example is understanding how the source of the message affects the receiver's response.	2. Analyze the impact of variables on components of the communication process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver.	2. Begin to implement strategies to regulate effects of variables of the communication process. An example is selecting a format for the message to influence the receiver's response.	2. Consistently use strategies to regulate the effects of variables on the communication process. An example is designing a communication environment for maximum impact on the receiver.
3. Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author's/reader's chair.	3. Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures.	3. Read and write fluently, speak confidently, listen and interact appropriately, view critically, and represent creatively. Examples include reporting formally to an audience, debating issues, and interviewing members of the public.	3. Read and write fluently, speak confidently, listen and interact appropriately, view critically, and represent creatively. Examples include speaking publicly, demonstrating teamwork skills, debating formally, performing literature, and interviewing for employment.
4. Describe and use effective listening and speaking behaviors that enhance verbal communication and facilitate the construction of meaning. Examples include use of gestures and appropriate group behavior.	4. Distinguish between verbal and nonverbal communication, and identify and practice elements of effective listening and speaking. Examples include recognizing the impact of variations of facial expression, posture, and volume on oral communication.	4. Practice verbal and nonverbal strategies that enhance understanding of spoken messages and promote effective listening behaviors. Examples include altering inflection, volume, and rate, using evidence, and reasoning.	4. Consistently use effective listening strategies (e.g., discriminating, assigning meaning, evaluating, and remembering) and elements of effective speaking (e.g., message content, language choices, and audience analysis).

5. Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures.

5. Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure and sentence structure, discussing with peers, and using context and text structure.

5. Select appropriate strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include generating relevant questions, studying vocabulary, analyzing mood and tone, recognizing how authors and speakers use information, and matching form to content.

5. Employ the most effective strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include generating focus questions; deciding how to represent content through analyzing, clustering, and mapping; and withholding personal bias while listening.

6. Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, other people, dictionaries, pictures, and electronic sources.

6. Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources.

6. Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as semantic and structural features, prior knowledge, reference materials, and electronic sources.

6. Determine the meaning of specialized vocabulary and concepts in oral, visual, and written texts by using a variety of resources, such as context, research, reference materials, and electronic sources.

7. Recognize that creators of texts make choices when constructing text to convey meaning, express feelings, and influence an audience. Examples include word selection, sentence length, and use of illustrations.

7. Recognize and use texts as models and employ varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include effective introductions and conclusions, different points of view, and rich descriptions.

7. Recognize and use varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include identification with characters and multiple points of view.

7. Recognize and use varied innovative techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include experimentation with time, order, stream of consciousness, and multiple points of view.

8. Respond to the ideas or feelings generated by texts and listen to the responses of others.

8. Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others.

8. Express their responses and make connections between oral, visual, written, and electronic texts and their own lives.

8. Analyze their responses to oral, visual, written, and electronic texts, providing examples of how texts affect their lives, connect them with the contemporary world, and transmit issues across time.

LANGUAGE

Content Standard 4: All students will use the English language effectively.

Early Elementary	Later Elementary	Middle School	High School
1. Demonstrate awareness of differences in language patterns used in their spoken, written, and visual communication contexts, such as the home, playground, classroom, and storybooks.	1. Describe language patterns used in their spoken, written, and visual communication contexts, such as school, neighborhood, sports, children's periodicals, and hobbies.	1. Compare and contrast spoken, written, and visual language patterns used in their communication contexts, such as community activities, discussions, mathematics and science classes, and the workplace.	1. Demonstrate how language usage is related to successful communication in their different spoken, written, and visual communication contexts, such as job interviews, public speeches, debates, and advertising.
2. Explore and discuss how languages and language patterns vary from place to place and how these languages and dialects are used to convey ideas and feelings. An example is comparing a television toy ad to a print toy ad.	2. Describe how features of English, such as language patterns and spelling, vary over time and from place to place and how they affect meaning in formal and informal situations. An example is exploring regional language variations in the United States.	2. Investigate the origins of language patterns and vocabularies and their impact on meaning in formal and informal situations. An example is comparing language in a business letter to language in a friendly letter.	2. Use an understanding of how language patterns and vocabularies transmit culture and affect meaning in formal and informal situations. An example is identifying distinctions in the verbal and non-verbal communication behaviors of national or world leaders.
3. Demonstrate awareness of words that have entered the English language from many cultures.	3. Begin to recognize how words and phrases relate to their origin. Examples include surnames and names of bodies of water or landmarks.	3. Investigate idiomatic phrases and word origins and how they have contributed to contemporary meaning.	3. Explore and explain how the same words can have different usages and meanings in different contexts, cultures, and communities.
4. Become aware of and begin to experiment with different ways to express the same idea.	4. Explore how words normally considered synonyms can carry different connotations when used in a variety of spoken and written texts.	4. Demonstrate how communication is affected by connotation and denotation and why one particular word is more effective or appropriate than others in a given context.	4. Demonstrate ways in which communication can be influenced through word usage. Examples include propaganda, irony, parody, and satire.

5. Explore and begin to use language appropriate for different contexts and purposes. Examples include community building, story discussions, casual conversations, writing workshops, science lessons, playground games, thank-you letters, and daily conversations.

5. Recognize and use language appropriate for varied contexts and purposes. Examples include community building, mathematics class, team sports, friendly and formal letters or invitations, requests for information, interviews with adults, and significant discussions.

5. Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to a particular field. Examples include community building, an explanation of a biological concept, comparison of computer programs, commentary on an artistic work, analysis of a fitness program, and classroom debates on political issues.

5. Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to particular fields. Examples include community building, presentations integrating different disciplines, lessons comparing fields of study, promotional material created for an interdisciplinary project, and videos designed to inform or entertain diverse audiences.

LITERATURE

Content Standard 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society.

Early Elementary	Later Elementary	Middle School	High School
1. Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	1. Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	1. Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	1. Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
2. Describe and discuss the similarities of plot and character in literature and other texts from around the world.	2. Describe and discuss the shared human experiences depicted in literature and other texts from around the world. Examples include birth, death, heroism, and love.	2. Describe and discuss shared issues in the human experience that appear in literature and other texts from around the world. Examples include quests for happiness and service to others.	2. Describe and discuss archetypal human experiences that appear in literature and other texts from around the world.
3. Describe how characters in literature and other texts can represent members of several different communities.	3. Demonstrate awareness that characters and communities in literature and other texts reflect life by portraying both positive and negative images.	3. Identify and discuss how the tensions among characters, communities, themes, and issues in literature and other texts are related to one's own experience.	3. Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect the substance of the human experience.

4. Recognize the representation of various cultures as well as our common heritage in literature and other texts.	4. Describe how various cultures and our common heritage are represented in literature and other texts.	4. Investigate and demonstrate understanding of the cultural and historical contexts of the themes, issues, and our common heritage as depicted in literature and other texts.	4. Analyze how cultures interact with one another in literature and other texts, and describe the consequences of the interaction as it relates to our common heritage.
5. Explain how characters in literature and other texts express attitudes about one another.	5. Describe how characters in literature and other texts form opinions about one another in ways that can be fair and unfair.	5. Investigate through literature and other texts various examples of distortion and stereotypes. Examples include those associated with gender, race, culture, age, class, religion, and handicapping conditions.	5. Analyze and evaluate the authenticity of the portrayal of various societies and cultures in literature and other texts. An example is critiquing print and non-print accounts of historical and contemporary social issues.

VOICE

Content Standard 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.

Early Elementary	Later Elementary	Middle School	High School
1. Identify elements of effective communication that influence the quality of their interactions with others. Examples include use of facial expression, word choice, and articulation.	1. Practice using elements of effective communication to enhance their relationships in their school and communities. Examples include enunciation of terms, use of humor, and use of emphasis.	1. Analyze their use of elements of effective communication that impact their relationships in their schools, families, and communities. Examples include use of pauses, suspense, and elaboration.	1. Assess their use of elements of effective communication in personal, social, occupational, and civic contexts. Examples include use of pacing, repetition, and emotion.
2. Experiment with the various voices they use when they speak and write for different purposes and audiences.	2. Explain the importance of developing confidence and a unique presence or voice in their own oral and written communication.	2. Demonstrate their ability to use different voices in oral and written communication to persuade, inform, entertain, and inspire their audiences.	2. Evaluate the power of using multiple voices in their oral and written communication to persuade, inform, entertain, and inspire their audiences.
3. Explore works of different authors, speakers, and illustrators to determine how they present ideas and feelings to evoke different responses.	3. Identify the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations.	3. Compare and contrast the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations.	3. Analyze the style and characteristics of authors, actors, and artists of classics and masterpieces to determine why these voices endure.

| 4. | Develop a sense of personal voice by explaining their selection of materials for different purposes and audiences. Examples include portfolios, displays, and literacy interviews. | 4. | Reveal personal voice by explaining growth in learning and accomplishment through their selection of materials for different purposes and audiences. Examples include portfolios, displays, literacy interviews, and submissions for publications. | 4. | Document and enhance a developing voice through multiple media. Examples include reflections for their portfolios, audio and video tapes, and submissions for publications. | 4. | Document and enhance a developing voice with authentic writings for different audiences and purposes. Examples include portfolios, video productions, submissions for competitions or publications, individual introspections, and applications for employment and higher education. |

SKILLS AND PROCESSES

Content Standard 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.

Early Elementary		**Later Elementary**		**Middle School**		**High School**	
1.	Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include retelling, predicting, generating questions, examining picture cues, analyzing phonetically, discussing with peers, and using text cues.	1.	Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include retelling, predicting, generating questions, mapping, examining picture cues, analyzing word structure, discussing with peers, analyzing phonetically, and using context and text structure.	1.	Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include generating questions, studying vocabulary, analyzing mood and tone, recognizing how creators of text use and represent information, and matching form to content.	1.	Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include generating questions; scanning for specific information related to research questions; analyzing tone and voice; and representing content through summarizing, clustering, and mapping.
2.	Monitor their progress while beginning to use a variety of strategies to overcome difficulties when constructing and conveying meaning.	2.	Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning.	2.	Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning, and develop strategies to deal with new communication needs.	2.	Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning, and demonstrate flexible use of strategies across a wide range of situations.
3.	Reflect on their emerging literacy, set goals, and make appropriate choices throughout the learning process as they develop the ability to regulate their learning.	3.	Apply new learning by forming questions and setting learning goals that will aid in self-regulation and reflection on their developing literacy.	3.	Reflect on their own developing literacy, set learning goals, and evaluate their progress.	3.	Reflect on their understanding of literacy, assess their developing ability, set personal learning goals, create strategies for attaining those goals, and take responsibility for their literacy development.

4. Begin to develop and use strategies for planning, drafting, revising, and editing a variety of text forms. Examples include identifying characteristics of their audience, mapping, and proofreading.	4. Develop and use a variety of strategies for planning, drafting, revising, and editing different forms of texts for specific purposes. Examples include brainstorming, revising with peers, sensitivity to audience, and strategies appropriate for purposes, such as informing, persuading, entertaining, and inspiring.	4. Demonstrate a variety of strategies for planning, drafting, revising, and editing several different forms of texts for specific purposes. Examples include persuading a particular audience to take action and capturing feelings through poetry.	4. Demonstrate flexibility in using strategies for planning, drafting, revising, and editing complex texts in a variety of genre, and describe the relationship between form and meaning. Examples include preparing text for publication and presentation and using strategies appropriate for purposes, such as editorializing an opinion, and developing and justifying a personal perspective on a controversial issue.

GENRE AND CRAFT OF LANGUAGE

Content Standard 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics—including text structure, figurative and descriptive language, spelling, punctuation, and grammar—to construct and convey meaning.

Early Elementary	Later Elementary	Middle School	High School
1. Identify and use mechanics that enhance and clarify understanding. Examples include using conventional punctuation, capitalization, and spelling, as well as approximations of conventional spelling, and restating key ideas in oral messages.	1. Identify and use mechanics that enhance and clarify understanding. Examples include sentence structure, paragraphing, appropriate punctuation, grammatical constructions, conventional spelling, and relating in sequence an account of an oral or visual experience.	1. Select and use mechanics that enhance and clarify understanding. Examples include paragraphing, organizational patterns, variety in sentence structure, appropriate punctuation, grammatical constructions, conventional spelling, and the use of connective devices, such as previews and reviews.	1. Identify and use selectively mechanics that facilitate understanding. Examples include organizational patterns, documentation of sources, appropriate punctuation, grammatical constructions, conventional spelling, and the use of connective devices, such as transitions and paraphrasing an oral message completely and accurately.
2. Explore how the characteristics of various narrative genre and story elements can be used to convey ideas and perspectives. Examples include character, setting, and problem in poetry, drama, and folktales.	2. Identify and use elements of various narrative genre and story elements to convey ideas and perspectives. Examples include theme, plot, conflict, and characterization in poetry, drama, story telling, historical fiction, mystery, and fantasy.	2. Describe and use characteristics of various narrative genre and elements of narrative technique to convey ideas and perspectives. Examples include foreshadowing and flashback in poetry, science fiction, short stories, and novels.	2. Describe and use characteristics of various narrative genre and complex elements of narrative technique to convey ideas and perspectives. Examples include use of symbol, motifs, and function of minor characters in epics, satire, and drama.

3. Explore how the characteristics of various informational genre (e.g., show-and-tell, trade books, textbooks, and dictionaries) and elements of expository text structure (e.g., organizational patterns, major ideas, and details) can be used to convey ideas.	3. Identify and use characteristics of various informational genre (e.g., periodicals, public television programs, textbooks, and encyclopedias) and elements of expository text structure (e.g., organizational patterns, supporting details, and major ideas) to convey ideas.	3. Describe and use characteristics of various informational genre (e.g., biographies, newspapers, brochures, and persuasive arguments and essays) and elements of expository text structure (e.g., multiple patterns of organization, relational links, and central purposes) to convey ideas.	3. Describe and use characteristics of informational genre (e.g., manuals, briefings, documentaries, and research presentations) and complex elements of expository texts (e.g., thesis statement, supporting ideas, and authoritative and/or statistical evidence) to convey ideas.
4. Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include dialogue, characterization, conflict, organization, diction, color, and shape.	4. Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include intonation, hues, design, perspective, dialogue, characterization, metaphor, simile, and points of view.	4. Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include color and composition, flashback, multi-dimensional characters, pacing, appropriate use of details, strong verbs, language that inspires, and effective leads.	4. Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include imagery, irony, multiple points of view, complex dialogue, aesthetics, and persuasive techniques.
5. Explore how the characteristics of various oral, visual, and written texts (e.g., videos, CD-ROM stories, books on tape, and trade books) and the textual aids they employ (e.g., illustrations, tables of contents, and headings/titles) are used to convey meaning.	5. Describe and use the characteristics of various oral, visual, and written texts (e.g., films, library databases, atlases, and speeches) and the textual aids they employ (e.g., footnotes, menus, addresses, graphs, and figures) to convey meaning.	5. Explain how the characteristics of various oral, visual, and written texts (e.g., videos, hypertext, glossaries, textbooks, and speeches) and the textual aids they employ (e.g., subheadings/titles, charts, and indexes) are used to convey meaning.	5. Describe and use the characteristics of various oral, visual, and written texts (e.g., debate, drama, primary documents, and documentaries) and the textual aids they employ (e.g., prefaces, appendices, lighting effects, and microfiche headings) to convey meaning and inspire audiences.

DEPTH OF UNDERSTANDING

Content Standard 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.

Early Elementary	Later Elementary	Middle School	High School
1. Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include new friendships and life in the neighborhood.	1. Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include exploration, discovery, and formation of personal relationships.	1. Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include coming of age, rights and responsibilities, group and individual roles, conflict and cooperation, creativity, and resourcefulness.	1. Analyze and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include human interaction with the environment, conflict and change, relationships with others, and self-discovery.
2. Identify and categorize key ideas, concepts, and perspectives found in texts.	2. Draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.	2. Synthesize content from multiple texts representing varied perspectives in order to formulate principles and generalizations.	2. Synthesize from multiple texts representing varied perspectives, and apply the principles and generalizations needed to investigate and confront complex issues and problems.
3. Draw conclusions based on their understanding of differing views presented in text.	3. Use conclusions based on their understanding of differing views presented in text to support a position.	3. Develop a thesis using key concepts, supporting evidence, and logical argument.	3. Develop and extend a thesis by analyzing differing perspectives and resolving inconsistencies in logic in order to support a position.

IDEAS IN ACTION

Content Standard 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.

Early Elementary	Later Elementary	Middle School	High School
1. Make connections between key ideas in literature and other texts and their own lives.	1. Identify how their own experiences influence their understanding of key ideas in literature and other texts.	1. Analyze themes and central ideas in literature and other texts in relation to issues in their own lives.	1. Use themes and central ideas in literature and other texts to generate solutions to problems and formulate perspectives on issues in their own lives.

2. Demonstrate their developing literacy by using text to enhance their daily lives. Examples include reading with a parent, discussing a favorite text, writing to a friend or relative about an experience, and creating a visual representation of an important idea.	2. Combine skills to reveal their strengthening literacy. Examples include writing and illustrating a text, reading and then orally analyzing a text, and listening to and then summarizing a presentation.	2. Perform the daily functions of a literate individual. Examples include acquiring information from multiple sources and then evaluating, organizing, and communicating it in various contexts.	2. Function as literate individuals in varied contexts within their lives in and beyond the classroom. Examples include using text resources while thinking creatively, making decisions, solving problems, and reasoning in complex situations.
3. Use oral, written, and visual texts to identify and explore school and community issues and problems, and discuss how one individual or group can make a difference. Examples include responding orally, artistically, or in writing about an issue or problem they have studied and/or experienced.	3. Use oral, written, and visual texts to research how individuals have had an impact on people in their community and their nation. Examples include creating texts to inform others about school or community issues and problems.	3. Use oral, written, and visual texts to identify and research issues of importance that confront adolescents, their community, their nation, and the world. Examples include using research findings to organize and create texts to persuade others to take a particular position or to alter their course of action with regard to a particular school/ community issue or problem.	3. Utilize the persuasive power of text as an instrument of change in their community, their nation, and the world. Examples include identifying a community issue and designing an authentic project using oral, written, and visual texts to promote social action.

INQUIRY AND RESEARCH

Content Standard 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.

Early Elementary	Later Elementary	Middle School	High School
Generate questions about important issues that affect them or topics about which they are curious, and use discussion to narrow questions for further exploration.	1. Generate questions about important issues that affect them or topics about which they are curious, and use discussion to narrow questions for research.	1. Generate questions about important issues that affect them or topics about which they are curious; narrow the questions to a clear focus; and create a thesis or a hypothesis.	1. Generate questions about important issues that affect them or society, or topics about which they are curious; narrow the questions to a clear focus; and create a thesis or a hypothesis.

Early Elementary	Later Elementary	Middle School	High School
2. Identify and use resources that are most appropriate and readily available for investigating a particular question or topic. Examples include knowledgeable people, field trips, library classification systems, encyclopedias, atlases, word processing programs, and electronic media.	2. Identify and use the kinds of resources that are most useful and most readily available for the particular questions or topics they wish to investigate. Examples include knowledgeable people, field trips, tables of contents, indexes, glossaries, icons/headings, hypertext, storage addresses, CD-ROM/laser disks, electronic mail, and library catalogue databases.	2. Explain and use resources that are most appropriate and readily available for investigating a particular question or topic. Examples include knowledgeable people, field trips, tables of contents, indexes, glossaries, icons/headings, hypertext, storage addresses, CD-ROM/laser disks, electronic mail, and library catalogue databases.	2. Determine, evaluate, and use resources that are most appropriate and readily available for investigating a particular question or topic. Examples include knowledgeable people, field trips, prefaces, appendices, icons/headings, hypertext, menus and addresses, Internet and electronic mail, CD-ROM/laser disks, microfiche, and library and interlibrary catalogue databases.
3. Organize and interpret information to draw conclusions based on the investigation of an issue or problem.	3. Organize and analyze information to draw conclusions and implications based on their investigation of an issue or problem.	3. Organize, analyze, and synthesize information to draw conclusions and implications based on their investigation of an issue or problem.	3. Synthesize and evaluate information to draw conclusions and implications based on their investigation of an issue or problem.
4. Develop and present conclusions based on the investigation of an issue or problem. Examples include skits, plays, songs, and personal or creative stories.	4. Using multiple media, develop and present a short presentation to communicate conclusions based on the investigation of an issue or problem. Examples include charts, posters, transparencies, audio tapes, videos, and diagrams.	4. Use different means of developing and presenting conclusions based on the investigation of an issue or problem to an identified audience. Examples include election ballots, hypertext, and magazines and booklets including graphics.	4. Research and select the medium and format to be used to present conclusions based on the investigation of an issue or problem. Examples include satire, parody, multimedia presentations, plays, and mock trials.

CRITICAL STANDARDS

Content Standard 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.

Early Elementary	Later Elementary	Middle School	High School
1. Identify the qualities of their own oral, visual, and written texts that help them communicate effectively for different purposes. Examples include content, styles, and organizational devices, such as the use of a chronological sequence in the telling of a story.	1. Develop individual standards for effective communication for different purposes, and compare them to their own oral, visual, and written texts. An example is evaluating a project report in terms of personal standards for content, style, and organization.	1. Differentiate sets of standards for individual use according to the purpose of the communication context. An example is maintaining different sets of individual standards when creating texts for formal and informal situations.	1. Apply sets of standards for individual use according to the purpose of the communication context. An example is comparing and contrasting standards in the evaluation of a popular movie, television program, article, or presentation on the same topic.

2. Discuss individual and shared standards used for different purposes.

2. Develop and apply both individual and shared standards based on exemplary works created for varied purposes and contexts.

2. Demonstrate understanding of individual, shared, and academic standards used for different purposes and contexts.

2. Analyze and apply individual, shared, and academic standards in various contexts.

3. Discuss choices in reading, writing, speaking, listening, viewing, and representing that reflect aesthetic qualities, such as rhyme, rhythm of the language, or repetition.

3. Demonstrate preferences in reading, writing, speaking, listening, viewing, and representing based on aesthetic qualities, and explain their choices.

3. Develop critical standards based on aesthetic qualities, and use them to explain choices in reading, writing, speaking, listening, viewing, and representing.

3. Use literary history, tradition, theory, terminology, and other critical standards to develop and justify judgments about the craft and significance of oral, visual, and written texts.

4. Create a collection of personal work selected according to both individual and shared criteria, reflecting on the merit of each selection.

4. Create a collection of personal work selected according to both individual and shared criteria, judging the merit of each selection.

4. Create a collection of personal work based on individual, shared, and academic standards, reflecting on the merit of each selection.

4. Create a collection of personal work based on individual, shared, and academic standards, justifying judgments about the craft and significance of each selection.

5. Recognize that the style and substance of a message reflect the values of a communicator.

5. Develop standards to analyze how the style and substance of personal messages reflect the values of a communicator.

5. Refine their own standards to evaluate personal and public communications within a responsible and ethical system for the expression of ideas.

5. Apply diverse standards (e.g. rhetorical and societal) to evaluate whether a communication is truthful, responsible, and ethical for a specific context.